

Program Evaluation and Improvement

Evaluation is a tool that can be used to help teachers examine program goals and outcomes to improve student performance. Evaluation includes collecting information and making judgments from a wide variety of sources to facilitate planning, aid in the improvement of programs, and meet accountability demands.

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 resulted in the first major federal mandate for evaluation. The requirement focused on two concerns: ensuring that federal funds were spent to address the needs of disadvantaged children and providing information to empower parents and communities to strive for improved education.

In the decade following the ESEA it became clear that local evaluation efforts were not meeting the federal expectations. When Title I was reauthorized in 1974, local data collection and reporting requirements were increased. School reform efforts during the 1990s also focused on program improvement and accountability. The Educate America Act of 1994 called for “world-class” standards, assessment, and accountability.

Why Evaluate

Evaluation procedures are tools for program improvement. It is through the process of evaluation that judgments are made and action plans are determined. Program evaluation data address the core indicators identified in the Missouri School Improvement Program. Evaluation data will define to what extent the following standards are met:

1. Students have attained challenging state-established academic vocational and technical skills.
2. Students attained a high school diploma, equivalency, postsecondary degree, or credential.
3. There was placement in, retention in, and completion of postsecondary education or advanced training, the military, or employment.
4. Participation in and completion of vocational and technical programs led to nontraditional employment.

In addition, a well-planned evaluation can help answer questions such as the following: Who are the targeted audiences? What are the needs of the intended audience? What is being taught? To what extent have objectives been met? What factors contributed to successes and failures? How has instruction affected the target population? What changes and improvements should be made?

Program evaluation is a continuous process. It is almost impossible to separate the process of program planning from program evaluation. Many of the same needs, questions, and processes are involved.

It is in the program-planning stage that goals are defined. This is where the instructor identifies “what should be.” The evaluation stage examines “what is.” Strengths and weaknesses in the program become apparent by analyzing the difference between “what should be” and “what is.” This is known as gap analysis. In a broad sense, evaluation is important to solve the following equation:

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Gap Analysis Formula: what should be – what is = what needs to be done

In addition to the broad information provided through gap analysis, there are more direct goals for program evaluation. Some of them include

- Improving programs
- Assisting in making program decisions
- Validating program decisions
- Meeting accountability requirements
- Promoting programs to targeted audiences

What to Evaluate

A variety of program components contribute to students' success in direct or indirect ways. Checklists can be developed based on these program components to assist in program evaluation.

Components for evaluation as noted and described in Section 3 are listed below:

- A • Establishes an Advisory Committee and Develops Relationships with Business, Industry, and the Community
- B • Collaborates on Curriculum Development and Articulation
- C • Supports Student Organizations and Activities
- D • Organizes and Promotes the Program
- E • Organizes, Prepares, and Facilitates Instruction
- F • Provides a Positive Learning Climate
- G • Assesses Student Performance
- H • Advises Students
- I • Manages Resources, Equipment, and Supplies
- J • Maintains Program Effectiveness
- K • Teaching-Related Activities
- L • Professional Development Activities

Whom to Involve

There are at least six essential sources to provide a full picture of the effectiveness of the program. Each source has a different interest in your program or a different perspective. Sources include prospective and former students, parents, administrators, community groups, potential employers for graduates of the program, and the program instructor(s).

How to Evaluate

This is the planning phase of evaluation. Goals are established, the target audience for reporting is identified, and the data collection instrument is developed.

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There are two common approaches for program evaluation. The first approach is a formative evaluation that provides ongoing information throughout the year. This approach allows for “keeping score” to determine how the program plan is working and what changes need to occur during the year to keep the program on track. A formative evaluation is like a videotape playing scenes to show how the program is working day to day or month to month.

Summative evaluation is the second approach. This method generally occurs once a year and ends with a summary of the findings or an annual report. The summative approach is more like a snapshot or photograph that captures a moment in time.

Both approaches are useful for different purposes. The formative approach provides ongoing information. The summative approach summarizes the total events for the period of time selected. Match the evaluation approach to the intended audience.

Data from formative or summative evaluation may be qualitative or quantitative. Qualitative evaluation data may come from student observations and open-ended feedback such as from an interview or focus group. It answers questions such as why and how. This type of data is based on perception and opinion. Quantitative methods yield data that are more consistent or uniform such as from a survey, checklist, or test. These data answer questions of how much or to what extent. Quantitative data are based on numerical measures or verifiable facts.

Define the Purpose and Scope of the Evaluation

Defining the purpose begins with deciding on the goals and objectives for the evaluation and on identifying the audience for the evaluation results. The goals and objectives may vary depending on whether the instructional program or curriculum being evaluated is established or new. If the program is established, previous data can be compared to current data to measure any change. If the program is new, the benchmarks will have to be established that will signal improvement.

The scope does not answer the question of how the evaluation will be conducted; rather, it answers the question of what will be examined. Defining the scope involves setting limits and deciding on what parts of the program need focus.

Design the Evaluation and Data Collection Procedures

The design and data collection plan are actually a road map for conducting the evaluation. An important part of the design is the development or selection of the instruments for collecting and recording the data needed to answer the evaluation questions. Data collection instruments may include record-keeping forms, questionnaires, interview guides, tests, or checklists. Some data collection instruments are provided in this section; in other cases, new instruments have to be created. In designing the instruments, consider the relevance of the items to the evaluation questions and the ease or difficulty of obtaining the desired data.

Develop a Written Evaluation Plan

A written plan describing the evaluation and data collection processes should be developed and kept on file. This plan should include a time line for implementation.

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Collect the Data

Data collection should follow the plan developed in the previous steps. Standardized procedures need to be followed so that the data are reliable and valid. The data should be recorded carefully so they can be tabulated and summarized during the analysis stage.

Listed below are some of the data sources that may prove useful:

- Missouri School Improvement Program reports
- Program-specific standards and checklists
- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for vocational education programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates from vocational programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation
- Student follow-up studies

Analyze the Data and Prepare a Report

This involves tabulating, summarizing, and interpreting the collected data in such a way as to answer the evaluation questions. The evaluation will not be completed until an annual report has been written and the results are communicated to the appropriate administrators and decision makers. In preparing the report, the writer should be clear about the audience for whom the report is prepared. Two broad questions need consideration: What does the audience need to know about the evaluation results? How can these results best be presented?

Different audiences need different levels of information. Administrators need general information for policy decision making whereas advisory committee members may need more detailed information that focuses on program activities and effects on participants. The report should address topics such as the goals of the evaluation; the procedures or methods used; the findings; and the implication of the findings, including recommendations for changes or improvements in the program.

The data will be analyzed to answer the evaluation questions specified in your evaluation plan. Therefore, the analysis will allow you or another evaluator to accomplish the following:

- Describe the school and classroom environment.
- Describe the characteristics of the students.
- Describe the instructional objectives and activities.
- Describe the outcomes.
- Examine and assess the extent to which the instructional plan was followed.
- Examine and assess the extent to which the outcomes met the instructional goals and objectives.

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- Examine how the program environment, teachers, and the instructional program and methods affected the extent to which the outcomes were achieved and assess how the program can be improved to achieve increased success.

Use the Evaluation Report for Program Improvement

The evaluation should not be considered successful until its results are used to improve instruction and student success. The evaluation may indicate that an instructional activity is not being implemented according to plan, or it may indicate that a particular curriculum is no longer relevant. If so, the evaluation identifies the appropriate changes for program improvement. Local strategies for addressing needed improvements should be identified and a written plan for addressing them should be developed.

Using the Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation

The following evaluation instrument, Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation, can be used to collect data for making program improvement decisions. This instrument addresses 12 components of a Missouri family and consumer sciences education program and identifies quality indicators for each that can be rated or evaluated by local program personnel. The program components include the following: (a) establishes an advisory committee and develops relationships with business/industry and the community; (b) collaborates on curriculum development and articulation; (c) supports student organizations and activities; (d) organizes and promotes the program; (e) organizes, prepares, and facilitates instruction; (f) provides a positive learning climate; (g) assesses student performance; (h) advises students; (i) manages resources, equipment, and supplies; (j) maintains program effectiveness; (k) teaching-related activities; and (l) professional development activities.

This instrument can be used to collect baseline data about the program and can also serve as an annual program evaluation tool to assess the ongoing status of the program. Through discussions with administrators, advisory board members, students, and other interested groups, the program's strengths and areas that need improvement can be identified. This also is a source of strategies for improvement to strengthen specific quality indicators.

Each indicator is measured using a 3-2-1-0 rating scale indicating the current status of the program. A rating of 3 means the indicator exceeds expectations for implementation. A rating of 2 indicates that the indicator is being met, but improvement may be needed. A rating of 1 means that improvement is needed; and 0 indicates that the indicator has not been addressed. For ratings of 2, 1, and 0, strategies should be identified to strengthen or improve the indicator. In some instances, 0 is not a viable response, as indicated by the gray area for this number. These indicators in gray relate to Missouri School Improvement Program standards or other vocational program requirements that must be in place in the approved program and must be given a rating of 1 or more.

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Once the document has been completed, ratings need *not* be totaled or tallied. Rather, the intent is to identify the level of satisfaction with or implementation of each indicator and to determine how well it supports the total program. The indicators targeted for improvement can be used to complete the Missouri Family and Consumer Sciences Program Improvement Plan of Action. A template for preparing this report and a completed example are included in this guide.

Missouri Family & Consumer Sciences

Program Components and Quality Indicators for Program Development and Evaluation

School: _____ Teacher: _____ Date of Evaluation: _____

Indicator Rating Key

- 3 Exceeds Expectations for Implementation
 2 Quality Indicator Met but Improvement May be Needed
 1 Needs Improvement to Meet Quality Indicator
 0 Quality Indicator Not Addressed

A. Establishes an Advisory Committee and Develops Relationships with Business/Industry and the Community (Refer to Section 3, pages 6-7 for more information on this component)				
1. Identifies and organizes an appropriate and diverse advisory committee, involving community and business/industry representatives and program resources, including meeting the needs of special populations. <i>Evidence: Advisory membership roster and representation</i>	3	2	1	
2. Conducts effective and organized advisory committee meetings and maintains ongoing advisory meetings throughout the year incorporating input and advice for program improvement. Advisory committee recommendations and services are utilized in program activities and revisions. <i>Evidence: Annual program evaluations, committee meeting minutes</i>	3	2	1	
3. Utilizes business, individual, and community relationships to enhance program activities including a variety of quality work-site learning opportunities and feedback documentation for each student. <i>Evidence: Guest speakers, job-shadowing, and internships</i>	3	2	1	0
<i>Additional evidence for indicators 1-3: Community needs assessment report, advisory committee plan of action or photos.</i>				

Strengths:

Strategies for Improvement:

B. Collaborates on Curriculum Development and Articulation
(Refer to Section 3, page 8 for more information on this component)

(Refer to Section 2, page 6 for more information on this competency)				
<p>1. Collaborates with other district family and consumer sciences teachers (if applicable), students, community and local administration <i>Evidence: Minutes of meetings showing collaborative efforts in curriculum development</i></p>	3	2	1	0
<p>2. Demonstrates external alignment Reflects the national family and consumer sciences vision and mission statements in local program philosophy, goals, and objectives <i>Evidence: Program philosophy included in curriculum guides</i></p>	3	2	1	
Aligns curriculum for each course with Missouri Show-Me Standards and state-developed competency lists (as available)	3	2	1	
Aligns curriculum for each course with National Standards for Family and Consumer Sciences Education and other content related standards. <i>Evidence: Documentation of local curriculum alignment with Missouri Show-Me Standards and National Standards for Family and Consumer Sciences Education and other content related standards.</i>	3	2	1	0
<p>3. Demonstrates internal alignment Supports the curriculum design, and development process with:</p>				
a. course descriptions, rationales, course/performance/enabling objectives	3	2	1	
b. instructional strategies that reflect the level of performance identified in the objectives	3	2	1	
c. assessments that assess the level of performance identified in the objective	3	2	1	
d. general industry knowledge, employability skills, workplace applications, and research applications	3	2	1	
e. both academic and vocational concepts	3	2	1	
f. effective course evaluation strategies and processes	3	2	1	

4. Collaborates with post-secondary institutions to ensure continuing education through the articulation of courses or dual-credit vocational courses <i>Evidence: Contact documentation, articulation agreements</i>	3	2	1	
5. Correlates to the local district's Comprehensive School Improvement Plan	3	2	1	
6. Has been reviewed and approved by the local Board of Education within the past five years Date: _____	3	2	1	
Strengths:				
Strategies for Improvement:				

C. Supports Student Organizations and Activities (Refer to Section 3, page 8 for more information on this component)				
1. Integrates FCCLA programs and activities into all areas and levels of the program. <i>Evidence: Lesson plans and assessments</i>	3	2	1	
2. Affiliates with regional, state and national FCCLA associations. <i>Evidence: Affiliation forms with membership lists</i>	3	2	1	
3. Guides students in preparing annual program of work. <i>Evidence: Chapter program of work</i>	3	2	1	0
4. Provides opportunities for participation in FCCLA programs and leadership development activities. <i>Evidence: Documentation of participation in FCCLA programs and activities on the local, regional, state, and/or national levels</i>	3	2	1	
5. Recognizes students for FCCLA achievements. <i>Evidence: News clippings, awards programs</i>	3	2	1	
6. Infuses career development into the activities of the student organization. <i>Evidence: Program of work</i>	3	2	1	
7. Includes FCCLA programs and activities in overall program evaluation. <i>Evidence: Written evaluation plan</i>	3	2	1	
8. Provides adult supervision for chapter projects and activities.	3	2	1	0
9. Encourages alumni participation in FCCLA programs and activities. <i>Evidence: Documentation of alumni involvement, Alumni & Associates membership data</i>	3	2	1	0
Strengths: <div></div>				

Strategies for Improvement:

D. Organizes and Promotes the Program (Refer to Section 3, pages 8-9 for more information on this component)				
1. Promotes the Family and Consumer Sciences program through a variety of methods (e.g., open house, tours, exhibitions, parent conferences). <i>Evidence: FCCLA activities and news clippings, brochures, community presentations</i>	3	2	1	0
2. Works with administrators and counselors to recruit students throughout the school population.	3	2	1	0
3. Exhibits student work, projects, and achievements. <i>Evidence: Photos of displays, awards, certificates of recognition</i>	3	2	1	0
4. Implements a public relations plan that reflects the mission and vision of the family and consumer sciences program and involves students, community and/or post-secondary educational institutions. <i>Evidence: Public relations plans, calendar of activities, FCCLA program of work</i>	3	2	1	0
5. Promotes advocacy within the curriculum	3	2	1	0
Strengths:				
Strategies for Improvement:				

E. Organizes, Prepares and Facilitates Instruction (Refer to Section 3, page 9 for more information on this component)				
1. Utilizes relevant lesson plans that encourage students to apply knowledge, skills, and critical thinking processes.	3	2	1	0

<i>Evidence: Lesson plans</i>				
2. Utilizes a variety of innovative teaching strategies that encourage students to gather, analyze, evaluate, and apply knowledge. <i>Evidence: Scoring guides, peer coaching, student project-based learning, exhibitions</i>	3	2	1	0
3. Employs a variety of teaching strategies to address different learning styles, developmental levels, and engages students in individual and cooperative learning experiences.	3	2	1	0
4. Prepares instruction to reflect the needs of students of varying cultures, attitudes, beliefs, and values.	3	2	1	0
5. Utilizes classroom management techniques to facilitate instruction.	3	2	1	0
6. Enhances instruction using career-based learning experiences such as job shadowing, on-the-job training, practicum experiences, and school-to-career opportunities.	3	2	1	0
7. Develops lessons that have appropriate modifications and/or accommodations for students with disabilities.	3	2	1	0
8. Modifies instruction according to program evaluation(s), advisory committee recommendations, and makes revisions when necessary.	3	2	1	0
9. Uses a variety of technologies to support instruction.	3	2	1	0
Strengths:				
Strategies for Improvement:				
F. Provides a Positive Learning Climate (Refer to Section 3, page 10 for more information on this component)				
1. Provides an attractive, functional learning environment. <i>Evidence: Bulletin boards, displays, learning centers, resource libraries</i>	3	2	1	0
2. Communicates effectively with students and parents.	3	2	1	0
3. Enforces all school policies and understands the legal rights	3	2	1	0

and responsibilities of the teacher and the students.				
4. Maintains effective classroom behavior, safety, and security procedures.	3	2	1	0
5. Manages an organized classroom.	3	2	1	0
Strengths:				
Strategies for Improvement:				

G. Assesses Student Performance (Refer to Section 3, page 10 for more information on this component)				
1. Utilizes a variety of student assessment strategies to demonstrate student knowledge and skills. <i>Evidence: Student assessment examples, project examples</i>	3	2	1	0
2. Provides for a record keeping system to track student outcomes mastery. <i>Evidence: Student portfolios, district curriculum tracking mechanisms, competency profile cards</i>	3	2	1	
3. Involves students in developing a portfolio or documentation of competencies mastered. <i>Evidence: Competency profiles, student portfolio checklist</i>	3	2	1	0
4. Utilizes career assessment tools and resources to assist students in achieving educational and career goals.	3	2	1	0
5. Analyzes assessment data to find trends and to revise or enhance instruction. <i>Evidence: FCCLA co-curricular activities, curriculum guides with assessment examples and related scoring guides, student portfolios, district's Annual Performance Report from standardized testing</i>	3	2	1	0
Strengths:				
Strategies for Improvement:				

H. Advises Students (Refer to Section 3, page 11 for more information on this component)				
1. Provides family and consumer sciences career information to students and parents.	3	2	1	0
2. Refers students to appropriate resource persons and other service providers to ensure individual student career development needs are met.	3	2	1	0
3. Works with counselor(s) to provide career development information.	3	2	1	0
<i>Evidence for indicators 1-3: Documentation of career development competencies and activities within the curriculum, student interest surveys, career pathway information, career fair participation, job shadowing and/or internship experiences, and integrated FCCLA activities</i>				
Strengths:				
Strategies for Improvement:				

I. Manages Resources, Equipment and Supplies (Refer to Section 3, page 11 for more information on this component)				
1. Includes planning and management of program resources and equipment as a part of the annual program evaluation plan. <i>Evidence: Annual program evaluation plan</i>	3	2	1	0
2. Develops a program budget in coordination with program director, teachers, and administration that provides for:				
a. equipment purchases and maintenance	3	2	1	0
b. purchase of consumable supplies	3	2	1	0
c. instructional materials (e.g., textbooks, software, videos, supplemental resources) <i>Evidence: Inventory and budgetary plan</i>	3	2	1	0
3. Maintains records of expenditures, receipts, and account balances.	3	2	1	0
4. Maintains a current written inventory of tools, equipment, supplies and materials. <i>Evidence: Resource materials inventory; equipment inventory</i>	3	2	1	0
5. Manages a system to control the loss and damage to program equipment and materials.	3	2	1	0
6. Stores resources, equipment, supplies, and materials in an organized manner.	3	2	1	0
7. Provides facilities for classroom activities and laboratory experiences to meet the instructional objectives.	3	2	1	0
8. Facilities and equipment meet existing federal, state, and local health and safety codes/standards, including ADA standards.	3	2	1	
Strengths:				
Strategies for Improvement:				

J. Maintains Program Effectiveness				
(Refer to Section 3, page 11 for more information on this component)				
1. Conducts an annual program evaluation based on a written evaluation plan.	3	2	1	
2. Collects and organizes annual program evaluation data to support program improvements. <i>Evidence of Local/District/Building Data: Student enrollment and projections, student needs and interest survey, department meetings related to the program, advisory committee recommendations, parent conferences</i> <i>Evidence of State Data: Core data information, VEDS and follow-up information, MAP results, Annual Performance Report</i>	3	2	1	
3. Implements program improvements based on annual program evaluation results.	3	2	1	0
Strengths:				
Strategies for Improvement:				

K. Teaching-Related Activities				
(Refer to Section 3, page 12 for more information on this component)				
1. Communicates with parents, counselors, and administration regarding student behavior and academic progress. <i>Evidence: Letters, phone call records, progress reports</i>	3	2	1	0
2. Supports and enforces school policies regarding student behavior and discipline.	3	2	1	0
3. Follows local administrative procedures.	3	2	1	0
4. Attends and participates in faculty meetings and school/district committees.	3	2	1	0
5. Mentors colleagues and accepts student teachers to support the growth of the profession.	3	2	1	0
Strengths:				
Strategies for Improvement:				

L. Professional Development Activities (Refer to Section 3, page 12 for more information on this component)				
1. Participates in professional development opportunities specific to family and consumer sciences education. <i>Evidence: Missouri Educators of Family and Consumer Sciences (MoEFACS), American Association of Family and Consumer Sciences (AAFCS), Association for Career and Technical Education (ACTE)</i>	3	2	1	0
2. Participates in professional development opportunities. <i>Evidence: Local, state, national educational activities</i>	3	2	1	
3. Participates actively in family and consumer sciences professional organizations, meetings, and conferences. <i>Evidence: Conferences, participates in leadership roles in professional organizations</i>	3	2	1	0
4. Participates in FCCLA advisor training opportunities.	3	2	1	0
5. Stays abreast of current education and content trends. <i>Evidence: Graduate-level courses, professional literature Reviews</i>	3	2	1	0
6. Stays abreast of business and industry trends related to content area. <i>Evidence: Teacher participation in internship/job shadowing activities, advisory committee input</i>	3	2	1	0
7. Participates in action research opportunities and mentoring.	3	2	1	0
8. Establishes goals for professional, educational, and technical development. <i>Evidence: Professional development plan</i>	3	2	1	0
Strengths:				
Strategies for Improvement:				

Program Improvement Plan of Action

(Completed Example)

School: _____ Teacher: _____ Date: _____

Quality Indicator	Source of Data	Strategies for Improvement	Needed Resources	Time Line
<u>D. Promotes the Program</u> #4 – Implements a public relations plan that reflects the mission and vision of the family and consumer sciences program and involves students, community, and/or postsecondary educational institutions	<input checked="" type="checkbox"/> Teacher (Checklist) <input type="checkbox"/> Students <input type="checkbox"/> Administration <input checked="" type="checkbox"/> Advisory Committee <input type="checkbox"/> Performance Data _____ <input type="checkbox"/> Employer Survey <input checked="" type="checkbox"/> Other <u>Comments from parents and patrons during Open House</u>	1. Will present an overview of the family and consumer sciences program to at least two community groups throughout the year	1. FCCLA members and STAR events participants (e.g., Families Acting for Community Traffic Safety presentation – FACTS – to Rotary Club, Chamber of Commerce, PTA)	1. One presentation in the fall, one presentation in the spring Deadline for completion: May 1, 2001
<u>L. Professional Development</u> #1 – Participates in professional development opportunities specific to family and consumer sciences education	<input checked="" type="checkbox"/> Teacher (Checklist) <input type="checkbox"/> Students <input type="checkbox"/> Administration <input checked="" type="checkbox"/> Advisory Committee <input type="checkbox"/> Performance Data _____ <input type="checkbox"/> Employer Survey <input type="checkbox"/> Other: _____ _____ _____ _____	1. Will join the Missouri Educators of Family and Consumer Sciences (MoEFACS) 2. Will attend MoEFACS Summer Inservice Conference	1. Membership form, source of funds for membership dues 2. Registration materials, PDC request and approval	1. September or with conference registration Deadlines for PDC approval, deadline for 2001 conference registration

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School: _____ *Teacher:* _____ *Date:* _____

Quality Indicator	Source of Data	Strategies for Improvement	Needed Resources	Timeline
	<input checked="" type="checkbox"/> Teacher (Checklist) <input type="checkbox"/> Students <input type="checkbox"/> Administration <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Performance Data _____ <input type="checkbox"/> Employer Survey <input type="checkbox"/> Other _____ _____ _____ _____			
	<input type="checkbox"/> Teacher (Checklist) <input type="checkbox"/> Students <input type="checkbox"/> Administration <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Performance Data _____ <input type="checkbox"/> Employer Survey <input type="checkbox"/> Other: _____ _____ _____ _____			